DOCUMENT RESUME

ED 354 529 CS 213 696

AUTHOR Napier, Georgia; Ali, Munir
TITLE An Analysis of the Need Fulfillment Imagery in Children's Folk Tales.
PUB DATE 13 Nov 92
NOTE 44p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Childhood Attitudes; Children; *Childrens Literature; Content Analysis; *Folk Culture; *Imagery; *Individual Needs; Values Education; Writing Research
IDENTIFIERS Childhood Experiences; *Folktales

ABSTRACT

A study described the need fulfillment imagery found in selected versions of folk tales for children. The needs identified were physiological, safety, love, achievement, knowledge, change, and aesthetic. Forty individual books published since 1960 under the broad category of folklore and available in the United States were content analyzed. Results indicated that: (1) all the needs identified as children's basic human needs received attention in the stories analyzed, with safety imagery receiving the most attention; (2) life was portrayed in these tales as it is in the real world; and (3) the folk tales suggested resolutions to problems that a child might encounter on his or her way to growth and maturity. Findings suggest that folk tales can be used with children to enrich their experiences, help them understand the world around them, and strengthen their sense of justice and morality. (Two tables of data are included. An appendix lists the tales which were analyzed; 13 references are attached.) (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED354529

AN ANALYSIS OF THE NEED FULFILLMENT IMAGERY IN CHILDREN'S FOLK TALES

Georgia Napier, Ed. D.

Munir Ali, Ed. D.

Jackson State University

A Paper Presented at

the Annual Meeting

of the

Mid-South Educational Research Association

November 13, 1992

Knoxville, Tennessee

CS213696

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Georgia Napier

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

INTRODUCTION

In a modern literary world books can be of assistance to children as guidelines in their difficult task of growing up safely. Books can play a conspicuous role in helping children meet and cope with life's experiences. As Georgiou (1969) stated:

> The quality that establishes a book as a piece of literature to a child is that the book is ostensibly an experience... Books that reveal the skill and affection that have gone into their writing are books that speak to each individual in their personal, private voice of a friend. And it is with this friendship that a book, whether fact or fiction, establishes a world the child can join, learn from, grow in; a world where he too can laugh, weep, rebel, and cherish. (p. 6)

Children's books, like all other kinds of literature, are a portrayal of life and mind in language (Anderson & Groft, 1972). Adults as parents, caregivers, and teachers hold the responsibility to select books for children and help them know how to use them. In recognizing the importance of literature to the intellectual and emotional life of a child, it is also necessary to recognize the responsibility to find the best literature to present to him or her. Sutherland and Arbuthnot (1991) stated, "Learning to love reading and to enjoy good books in childhood can be the start of a lifelong habit that brings pleasure and knowledge" (p. 5).

Suggesting what children should experience in literature, Lonsdale and Mackintosh (1973) listed three basic needs--the need for love, security and the feeling of acceptance. They stressed that these needs should be reflected in children's literature. Sutherland and Arbuthnot (1991) asserted that the real importance of children's literature lies in the fact that it addresses certain basic needs of children as they grow. These basic needs, despite social change, continue to exist in every society at all times. These needs are for security, to love and to be loved, to belong, to achieve, to have change, to know, and to encounter and appreciate aesthetic beauty. (pp. 16-22)

Supporting this need theory, Rupert (1979) conducted a study to see if the fantasy genre of children's literature addressed those universal needs of children. She analyzed forty books of fantasy literature for children and came to the conclusion that the works of fantasy do address themselves to the basic needs of mankind in general and children in particular. She added that books of fantasy project a positive view of man's ability to master problems and supply children with enriching vicarious experiences which help them understand their own personal experiences and feelings. Fantasy literature, therefore, plays an important role in helping children meet and cope with life's experiences.

Among all literary genres, fantasy and folk literature are most akin to each other. Baker (1981) maintained that

the content and the intent of both types of literature were the same. Therefore, folklore should also address the basic human needs of mankind, as does fantasy literature. However, this traditional literature has been the subject of savage attack and longstanding controversy for centuries. Extending from the earliest days of children's organized literature to the present day, folk and fairy tales have been under a cloud. As Townsend (1965) recorded, the Puritans accused them of being untrue, frivolous, and of having doubtful morality. John Locke dubbed them as perfectly useless trumpery. They appeared as uncouth and irrational to the pundits at the Age of Reason. And Jean Jacques Rousseau did not include folklore when he introduced a great many notions that he thought would be suitable for Emile. Despite attacks and negative criticism, folk tales have survived and remained a popular genre in children's literature the world over. Children of the modern age, though surrounded by mechanical gadgets and scientific wonders, remain spellbound by the enchantment of these folk stories. Auden (1944) ranked folk tales, besides some masterpieces by Shakespeare and Dante, next to the Bible in importance.

Sutherland and Arbuthnot (1991) cast no doubt on the morality of folk and fairy tales. Although the folk tale ethics do not always pass the rigid moral tests of today's society, they asserted that folk tales were morally constructive. "Indeed, so roundly and soundly do these old tales stand for morality," they added, "that they leave an

indelible impression of virtue rewarded and evil unfailingly punished" (p. 199).

Bettelheim (1976) strongly affirmed the value of folk and fairy tales in terms of psychological benefits that a child needs in order to deal with psychosocial crises of growing up. He stated:

> In order to master the psychological problems of growing up--overcoming narcissistic disappointments, Oedipal dilemmas, sibling rivalries; becoming able to relinquish childhood dependencies; gaining a feeling of selfhood and self-worth, and a sense of moral obligation--a child needs to understand what is going on within his conscious self so that he can also cope with that which goes on his unconscious. He can achieve this understanding, and with it the ability to cope, not through rational comprehension of the nature and content of his unconscious, but by becoming familiar with it through spinning out day dreams--ruminating, rearranging, and fantasizing about suitable story elements in response to unconscious pressures...It is here that fairy tales have unequaled value, because they offer new dimensions to the child's imagination which would be impossible for him to discover as truly on his own. (pp. 6-7)

Messner (1989) maintained that fairy tales were offered to children not only as entertaining material, but also as a promise to provide pictures, symbols, and liberating actions

to solve the problems that troubled them. He added that fairy tales served children as a medium in which the things that were troubling and puzzling to them were brought closer to the level of subjective experience which led them to reality-based solutions to their problems. That is why, he believed, children regard folk and fairy tales as secret allies.

Sutherland and Arbuthnot (1991) maintained that folk tales addressed and satisfied children's basic human needs, especially the needs for security, competence, and love. The folk and fairy tales contain in them the symbols of some of the deepest human feelings. They satisfy in imagination many of the important human needs and desires such as the desire for well-being, knowledge, security, competence, and love. A child's first need is security, and he can identify himself in the security of a little hut in a folk tale which is cozy and warm, and safe from the hungry wolves. Human beings are always in search of love and it can be found in folk and fairy tales. There are cruelty and impending dangers in these tales, but at the same time, they are full of loving compensations for fears and hardship. Once a child's needs for security and love are satisfied, his or her new needs for competence and achievement emerge. The child identifies with the character of a folk tale who overcomes the perils by hard work and wisdom or elevates himself or herself to the grandeur of a castle by his or her competence. Thus a child can find the imagery of his needs or problems fulfilled or

solved in folk tales.

PURPOSE OF THE STUDY

The specific purpose of this study was to describe the need fulfillment imagery found in selected versions of folk tales for children. The general purpose was to provide teachers, parents, and other caregivers with awareness of the content of folk tales.

The basic human needs, as referred to in this study, are needs that are common to all children, in all geographical areas of the world, and at all times. Society changes, but these needs remain unchanged. These needs, as identified for this study, are physiological needs, safety needs, love needs, achievement needs, the need for knowledge, the need for change, and aesthetic needs.

Folklore, as referred to in this study, is the world's oldest anonymous literature, handed down by word of mouth for generations. Folklore covers a wide range of literary works such as superstitions, games and songs, nursery rhymes and ballads, folk and fairy tales, verses and proverbs, fables, myths, legends, hero tales, and epics. Folk tales are short, fanciful narratives, handed down through oral tradition, with various tellers and groups modifying them and adding to them. Most folk tales eventually moved from oral tradition to written form. Folk tales, a literary sub-genre of folklore, also include tales with supernatural agents having magical powers which are otherwise called fairy tales. They also include tales with animal characters, but these tales are not

intended to put forward an acknowledged moral purpose which is the function of a fable. Since the term "folktale" is sometimes used loosely to cover a wide range of traditional oral narrative, it should be made clear that this study refers to folk tale as one that takes place in an unreal never-never land without any definite locality.

Imagery, as referred to in this study, is sometimes taken to be the key to the deeper meaning of a literary work without the conscious knowledge of its author or reader. Imagery, according to its usage in this study, is the mental picture of ideas that a reader can draw from the content of a book. Need fulfillment imagery is the mental image of needs that are dealt within a satisfying manner in books. Children, while reading a book, make mental images of their own needs and want them to be satisfied in characters of their books.

Symbolic image, in its broad sense, refers to the use of one object to suggest an image of another. As Holman (1980) defined the term, "A symbol is an image which evokes an objective, concrete reality and has that reality suggest another level of meaning" (p. 436). Symbolic images, as referred to in this study, are mental pictures of objects or things that are different from those that are objectively described. For example, from the description of a cave where an animal sleeps, a child may construe a mental image of his or her own bedroom.

QUESTIONS TO BE ANSWERED

The specific questions that this study sought to answer were as follows:

1. What imagery is present that states or implies the existence of a basic human need?
2. Is the need met or the problem resolved? If so, how?
   a) Action of the protagonist
   b) Action of the helping other(s)
   c) Other forces
3. What environmental circumstances exist that justify the action of the protagonist or that of the helping other(s)?
   a) An unavoidable circumstance that requires action
   b) A circumstance only perceived by the character to move towards action

RESEARCH METHODOLOGY

A qualitative descriptive research design utilizing content analysis was chosen for this study. Books that were published since 1960 under the broad category of folklore and are available in the United States were studied to select forty individual books that best fit the definition of folk tales, as given in this study. See Appendix A.

Book titles were collected from the following reference sources:

Bulletin of the Center for Children's Books

Children and Books by Sutherland and Arbuthnot (1991)

Children and Literature by William Steig (1989)

The Scott, Foresman Anthology of Children's Literature by Sutherland and Livingston (1984)

Each of the forty individual books was analyzed in detail as a separate unit and perused with the specific questions posed in this study in mind.

RESULTS

Each of the specific questions posed in this study will be discussed to provide a composite picture of the need imagery found in the selected books. Discussion will include the following components: Need Imagery, Satisfaction of the Need, and Environmental Circumstances Justifying the Action in Resolving the Problem.

Need Imagery

In the selected books analyzed, need imagery was identified in seven categories: physiological needs, safety needs, the need for love, affection, nurturance and belongingness, the need for esteem, competence and achievement, the need for knowledge, the need for change, and aesthetic needs. The following discussion includes the collective findings of each of these categories. Each category will be discussed as a separate unit.

Physiological Needs

Physiological need imageries were noted whenever a character experienced hunger or expressed or suggested concerns for food. Fifty-three percent of the books analyzed contained passages that had addressed physiological needs to various degrees. Out of twenty-one books that addressed

physiological needs, fourteen suggested this need to be severe. (See Table I)

The Need for Love, Affection, Nurturance & Belongingness

This category of need was noted whenever a character expressed, implied or perceived the need for love, affection, nurturance, companionship, or belongingness. Fifty-eight percent of the stories analyzed contained passages in which characters experienced deprivation of love or offered love to others. While nine of the twenty-three stories that dealt with this category of needs featured positive parent-child relationships, five stories delineated characters with deprivation of parental love. Various reasons for such deprivation were implied. (See Table I)

The Need for Esteem, Competence and Achievement

This category of need was noted whenever a character experienced an achievement or perceived high self-esteem or developed a sense of competence. Sixty-three percent of the books analyzed featured this category of need. In most cases needs were connected with the leading characters.

In five of the twenty-five stories that addressed this category of needs success came out of sheer necessity. In these stories the protagonists were found in such a dangerous situation that they had to get out of it to survive. (See Table I)

The Need for Knowledge

This category of need was noted whenever a character expressed or implied a desire to know or

explore environments or objects. Not only seeking knowledge of the world was noted, understanding the world was also included in this category. Twenty percent of the stories analyzed addressed the imagery of the need for knowledge.

In most of these stories the reason for seeking knowledge was mere curiosity. It vindicates the fact that children feed their knowledge on curiosity. They are curious to explore and know their surrounding world. (See Table I)

The Need for Change

The need for change was noted if a character in the story expressed or implied a desire for a change. Twenty-three percent of the books analyzed contained passages in which some characters' desire for a change was evident. The reasons for such a change were various.

The desire for a change of economic status was found in three stories. (See Table I)

Aesthetic Needs

Aesthetic imagery was noted whenever a character demonstrated an interest or a concern for things that seemed beautiful to that character and appealed to his or her senses. In only four stories did characters demonstrate such an interest. (See Table I)

Satisfaction of the Need

In examining the satisfaction of need emphasis was placed on three factors: 1) if the protagonist acted alone, or 2) if character(s) other than the protagonist acted to meet the need or resolve the problem, or 3) if the resolution

of the problem was the result of a joint venture of the protagonist and his or her helping other(s).

In thirty-eight percent of the books analyzed action was taken by the protagonist alone to resolve his or her problem. In the stories where children were involved problems were not always resolved if they acted alone.

In twenty-eight percent of the books studied help came from outside to resolve problems confronted by the leading characters. In these stories the leading characters were put in a position where outside help was indispensable. One characteristic was common in almost all of these characters which seemed to be the key reason for their receiving the outside help. These characters were meek and humble, while their adversaries were rude and cruel. Although in most of these stories help came from the human world, in three stories help came from the supernatural world. In thirty-five percent of the stories actions towards resolving problems were taken by the protagonists and their helping others together. Out of fourteen books that showed resolution of the problem as the product of a joint venture four stories involved children and the other five involved adolescents or young adults. Children performed better in resolving their problems when they worked in cooperation with the adults. Although the importance of individual contributions was implied, a strong sense of community was established in all of these stories. (See Table II)

Environmental Circumstances Justifying the Action

Environmental circumstances were examined to see if any harmful actions were taken unjustifiably that could have been avoided. In sixty-eight percent of the stories analyzed protagonists or other characters were in an environmental situation which made action not only necessary, it was inevitable. In thirty-two percent of the stories circumstances were perceived by characters that engaged them into action. In most of these stories where characters acted in perceived circumstances no harm was done to the adversaries. In some perceived circumstances there were no adversaries. There were, however, some exceptions. In other words, the killings would have been infallibly justified if the situations were created by their opponents.

Killings under unavoidable circumstances took place in six stories. Punishments were meted out under unavoidable circumstances to villains. Such punishments were justified.

SUMMARY

All the needs that were identified as children's basic human needs received attention in the stories analyzed, but with varying degrees. The safety imagery received the most attention, followed by achievement, love, physiological, change, knowledge, and aesthetic imageries respectively.

Although in most of the cases safety needs were met, there were some exceptions. In a few examples characters of minor age who acted alone in a dangerous environment failed to earn eventual safety.

Achievement imagery was addressed in sixty-three percent of the books in a satisfying manner. Characters, in addition to being meek, humble and achievement oriented, demonstrated high self-esteem and a strong sense of competence in almost all cases. In a few stories unique talents were displayed by characters.

Love imagery was a predominant factor in the stories analyzed. Love, jealousy, and neglect were in balance in terms of parent-child, sibling, and peer relationships. There were positive as well as negative relationships, but love was addressed in such a way that it was received in the final episodes by those who deserved it.

Physiological needs were addressed in fifty-three percent of the books analyzed and satisfied in all the cases but in varying degrees. In some instances characters earned more than they needed, in others they satisfied their minimal needs. Children handled these needs better than their adult counterparts. In some instances they became the provider for their parents.

The need for change was found in nine stories, twenty-three percent of the books analyzed. The desire for a change was prompted for different reasons. While some characters wanted a change in their economic status, others wanted a change in their social status, still others wanted a change because they were bored with the sameness of their lifestyle. All the change needs were satisfied except one in which greed took over the healthy need for a change.

The need for knowledge was addressed in eight stories, twenty percent of the books analyzed. Although in most of the stories the need for knowledge emerged out of curiosity, in some instances knowledge was sought for personal satisfaction, or to be successful in life, or to maintain influence on others. The need for knowledge was met in all the stories that addressed it.

Aesthetic needs were found in only four stories. Three of these stories addressed aesthetic needs in a particular art form. While in the first two, aesthetic pleasure was directed towards music, in the third story it was directed towards sewing and knitting. In the fourth story, aesthetic concern was directed towards the Wordsworthian beauty of nature.

In thirty-eight percent of the books analyzed action was taken by the protagonist alone; in twenty-eight percent of the stories help came from outside; and in thirty-five percent of the stories joint ventures were taken by the protagonist and his or her helping other(s) to resolve a problem. In stories involving children the resolution of a problem was not always a final outcome when they acted alone. Children performed better when they acted in cooperation with the adults. One common key reason for many characters' receiving the outside help was their humble and meek disposition.

Action under a particular circumstance was justified in most stories with a few exceptions. Severe

punishment to the extent of killing had to be meted out to some adversaries in order to resolve the problem. Most of the killings could not have been avoided and therefore were justified. In at least three stories these killings could have been avoided.

CONCLUSIONS

The conclusions made on the basis of the findings of this study in relation to the need fulfillment imagery in children's folk tales were as follows:

1. In answer to a major query that asked if folk tales addressed themselves to the basic needs of mankind, the findings indicated that the identifiable basic human needs are reflected in children's folk tales. Among the seven identifiable basic needs, special emphasis was found on safety needs, esteem, competence and achievement needs, love needs, and physiological needs, although aesthetic needs and the needs for knowledge and change were also present.

2. In answer to the second query that asked if life was portrayed in these tales as it is in the real world, the findings again indicated a positive answer. Positive parent-child relationships as well as child-abuse and neglect, love among siblings as well as sibling rivalry, positive relationships as well as jealousy, hatred and animosity among people were found in this study that reflect the real world. The findings implied that children's thoughts about the world and the experience of living in it could be influenced by these tales. Events of these tales could be of considerable

assistance to a child's own problem-solving situations.

3. In answer to the last major query that inquired if folk tales suggested resolutions to problems that a child might encounter on his or her way to growth and maturity, the findings provided an affirmative answer, although it was not as emphatic as the first two answers. In most of the stories problems were resolved, but in a few exceptions problems were not resolved due to one main reason: children were made to act alone against their more powerful opponents. In a few other exceptions problems were resolved in unfair means. A careful approach may be recommended to guard against selecting such a tale for children.

Despite these minor exceptions, the overall findings of the study indicated that folk tales could be used with children to enrich their experiences, to help them understand the world around them, and to strengthen their sense of justice and morality.

REFERENCES

Anderson, W., & Groft, P. (1972). A new look at children's literature. Belmont, CA: Wadsworth Publishing Co., Inc.

Auden, W. H. (1944). Review of the Pantheon edition of Grimms' fairy tales. New York Times, November 12.

Baker, D. (1981). Functions of folk and fairy tales. Washington, D.C.: Association for Childhood Educational International.

Bettelheim, B. (1976). The uses of enchantment: The meaning and importance of fairy tales. New York: Alfred A Knopf.

Cullinan, B. E. (1989). Literature and the child. New York: Harcourt Brace Jovanovich.

Georgiou, C. (1969). Children and their literature. Englewood Cliffs, NJ: Prentice-Hill.

Holman, C. H. (1980). A handbook to literature. Indianapolis: Bobbs-Merrill.

Lonsdale, B. J., & Mackintosh, H. K. (1973). Children experience literature. New York: Random House.

Luthi, M. (1976). Once upon a time. Bloomington, IN: Indiana University Press.

Messner, R. (1989). Children and fairy tales: What unites them and what divides them. Western European Education, 21 (2), 6-27.

Rupert, P. R. (1979). An analysis of the need fulfillment imagery in fantasy literature for children. Ann Arbor, MI: University Microfilm International.

Sutherland, Z., & Arbuthnot, M. H. (1991). Children and

books. New York: Harper-Collins.

Townsend, J. R. (1965). Written for children. New York: Lothrop.

APPENDIX A

List of Selected Books Analyzed

Aardema, V. (1979). Half-A-Ball-of-Kenki. New York: Frederick Warne & Co.

Andersen, H. C. (Naomi Lewis, Adapt). (1968). The Snow Queen. New York: Scroll Press, Inc.

Bang, M. B. (1978). The Old Woman and the Rice Thief. New York: Greenwillow Books.

Bang, M. G. (1976). Wiley and the Hairy Man. New York: Macmillan Publishing Co.

Barnadette M. (1969). Hans the Miller Man. New York: McGraw-Hill Book Co.

Battaglia, A. (1977). Three Little Pigs. New York: Random House.

Belpure, P. (1969). Oté. New York: Pantheon Books.

Bowden, J. C. (1979). The Bean Boy. New York: Macmillan Publishing Co.

Brown, M. (1972). The Bun. New York: Harcourt Brace Jovanovich, Inc.

Bryan, A. (1977). The Dancing Granny. New York: Albany Books.

Cook, S. (1987). The Gingerbread Boy. New York: Alfred A. Knopf.

de Angeli, M. (1964). The Goose Girl. New York: Doubleday & Co.

de Paola, T. (1975). Strega Nona. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Galdone, P. (1978). Cinderella. New York: McGraw-Hill Book Co.

Galdone, P. (1970). Androcles and the Lion. New York: McGraw-Hill Book Co.

Gardner, T. (1971). The Travels of a Fox. Glenview, IL: Scott, Foresman & Co.

Grimm, J. & W. (1983). The Fisherman and His Wife. Mankato, MN: Creative Education, Inc.

Grimm, J. & W. (Anthea Bell, Trans.) (1979). The Brave Little Tailor. New York: Larousse & Co., Inc. Grimm, B. (Wayne Andrews, Trans.) (1964). Snow White and Rose Red. New York: Charles Scribner's Sons.

Haley, G. E. (1986). Jack and the Bean Tree. New York: Crown Publishers, Inc.

Hirsh, M. (1976). The Rabbi and the Twenty-nine Witches. New York: Holiday House.

Hooks, W. H. (1987). Moss Gown. New York: Clarion Books.

Kijima, H. (1969). Little White Hen. New York: Harcourt, Brace & World, Inc.

Lang, A. (1966). The Twelve Dancing Princesses. New York: Holt, Rinehart & Winston.

Lesser, R. (1984). Hansel and Gretel. New York: Dodd, Mead & Co.

Marshall, J. (1988). Goldilocks and The Three Bears. New York: Dial Books For Young Readers.

Marshall, J. (1987). Red Riding Hood. New York: Dial Books

For Young Readers.

Matsutani, M. (Alvin Tresselt, Trans.) (1968). The Crane Maiden. New York: Parents' Magazine Press.

Matsutani, M. (Alvin Tresselt, Trans.) (1970). Gengoroh and the Thunder God. New York: Parents' Magazine Press.

Mayer, M. (1984). The Sleeping Beauty. New York: Macmillan Publishing Co.

McHargue, G. (1970). The Baker and The Basilisk. New York: The Bobbs-Merrill Co., Inc.

McKee, D. (1967). Hans in Luck. New York: Abelard-Schuman.

Philip, N. (1986). Drakestail Visits the King. New York: Philomel Books.

Ransome, A. (1968). The Fool of the World and the Flying Ship. New York: Farrar, Straus & Giroux.

Schaeppi, M. (1970). The Tale of the Magic Bread. New York: Schroll Press, Inc.

Souci, R. D. S. (1989). The Talking Eggs. New York: Dial Books for Young Readers.

Steel, F. A. (1976). Tattercoats. New York: Bradbury Press.

Stobbs, W. (1975). Puss in Boots. New York: McGraw-Hill, Inc.

Whitney, T. P. (1968). The Story of Prince Ivan, the Firebird, and the Gray Wolf. New York: Charles Scribner's Sons.

Ziner, F. (1977). Cricket Boy. New York: Doubleday.

TABLE I

PRESENCE OF NEED IMAGERY IN BOOKS ANALYZED

Book Title	Physiological or Survival	Safety	Love, Affection, Nurturance and Belongingness	Esteem, Competence and Achievement	Knowledge	Change	Aesthetic
Half-A-Ball-of-Kenki		X	X			X	
The Dancing Granny							X
The Old Woman and The Rice Thief	X						
Red Riding Hood	X	X	X				
Goldilocks and the Three Bears	X	X			X		
The Twelve Dancing Princesses	X	X	X	X		X	
Hansel & Gretel	X	X	X	X			
The Sleeping Beauty		X	X	X			

BEST COPY AVAILABLE

TABLE I (Continued)

PRESENCE OF NEED IMAGERY IN BOOKS ANALYZED

Book Title	Physiological or Survival	Safety	Love, Affection, Nurturance and Belongingness	Esteem, Competence and Achievement	Knowledge	Change	Aesthetic
Jack & the Bean Tree	X	X		X	X		X
The Story of Prince Ivan, the Firebird and the Wolf		X	X	X			
The Rabbi and the Twenty-nine Witches		X		X	X		
The Tale of the Magic Bread	X		X	X	X		
The Travels of a Fox	X	X	X				
Hans the Miller Man			X			X	

TABLE I (Continued)

PRESENCE OF NEED IMAGERY IN BOOKS ANALYZED

Book Title	Physiological or Survival	Safety	Love, Affection, Nurturance and Belongingness	Esteem, Competence and Achievement	Knowledge	Change	Aesthetic
The Fisherman and His Wife						X	
Little White Hen		X		X	X		X
The Talking Eggs			X	X			
The Brave Little Tailor		X	X	X	X		
The Crane Maiden	X	X	X				
Gengoroh and the Thunder God	X	X				X	
The Snow Queen		X	X	X			
Cricket Boy	X	X	X	X	X		X
The Fool of the World & the Flying Ship	X		X	X		X	

BEST COPY AVAILABLE

TABLE I (Continued)

PRESENCE OF NEED IMAGERY IN BOOKS ANALYZED

Book Title	Physiological or Survival	Safety	Love, Affection, Nurturance and Belongingness	Esteem, Competence and Achievement	Knowledge	Change	Aesthetic
The Bun		X		X			
Ote'	X	X		X			
Snow White & Rose Red		X	X	X			
The Goose Girl		X	X				
Tattercoats	X		X	X			
Strega Nona	X	X			X		
Puss in Boots	X	X		X		X	
Cinderella			X	X		X	
Androcles and the Lion	X	X	X			X	
Wiley and the Hairy Man		X					

TABLE I (Continued)

PRESENCE OF NEED IMAGERY IN BOOKS ANALYZED

Book Title	Physiological or Survival	Safety	Love, Affection, Nurturance and Belongingness	Esteem, Competence and Achievement	Knowledge	Change	Aesthetic
The Gingerbread Boy		X		X			
Moss Gown	X		X	X			
The Bean Boy	X	X		X		X	
Three Little Pigs		X		X			
Drakestail Visits the King	X	X		X			
The Baker and the Basilisk	X	X	X	X			
Hans in Luck			X				
Total	21	29	23	25	8	9	4
Percentage	52.5	72.5	57.5	62.5	20.0	22.5	10.0

BEST COPY AVAILABLE

TABLE II

SATISFACTION OF NEED OR RESOLUTION OF PROBLEM

	Action to Resolve a Problem Was Taken by			Problem Was Completely		Environmental Circmstances Justifying the Action		
Book Title	Protagonist	Helping Other(s)	Both	Resolved	Not Resolved	Unavoidable Circumstance	Perceived Circumstance	Action Could Have Been Avoided
Half-A-Ball-of-Kenki		X		X		X		
The Dancing Granny	X			X			X	
The Old Woman & the Rice Thief		X		X		X		
Red Riding Hood		X		X		X		
Goldilocks and the Three Bears	X			X			X	
Twelve Dancing Princesses			X	X			X	
Hansel & Gretel	X			X		X		
Sleeping Beauty		X		X		X		
The Fisherman & His Wife		X			X		X	X

TABLE II (Continued)

SATISFACTION OF NEED OR RESOLUTION OF PROBLEM

	Action to Resolve a Problem Was Taken by			Problem Was Completely		Environmental Circumstance Justifying the Action		
Book Title	Protagonist	Helping Others(s)	Both	Resolved	Not Resolved	Unavoidable Circumstance	Perceived Circumstance	Action Could Have Been Avoided
Little White Hen	X			X		X		
The Talking Eggs			X	X		X		
Brave Little Tailor	X			X			X	
Crane Maiden			X	X		X		
Gengoroh & the Thunder God			X	X			X	
Snow Queen			X	X		X		
Cricket Boy		X		X		X		
Fool of the World			X	X		X		
Jack & the Bean Tree	X			X			X	X

TABLE II (Continued)

SATISFACTION OF NEED OR RESOLUTION OF PROBLEM

	Action to Resolve a Problem Was Taken by			Problem Was Completely		Environmental Circmstance Justifying the Action		
Book Title	Protagonist	Helping Others(s)	Both	Resolved	Not Resolved	Unavoidable Circumstance	Perceived Circumstance	Action Could Have Been Avoided
The Story of Prince Ivan			X	X			X	
Rabbi & the Witches			X	X		X		
Tale of the Magic Bread			X	X			X	
Travels of a Fox		X		X		X		
Hans the Miller Man	X			X		X		
The Bun	X				X	X		
Ote'	X			X		X		
Snow White & Rose Red			X	X		X		

BEST COPY AVAILABLE

TABLE II (Continued)

SATISFACTION OF NEED OR RESOLUTION OF PROBLEM

	Action to Resolve a Problem Was Taken by			Problem Was Completely		Environmental Circumstance Justifying the Action		
Book Title	Protagonist	Helping Others(s)	Both	Resolved	Not Resolved	Unavoidable Circumstance	Perceived Circumstance	Action Could Have Been Avoided
Goose Girl		X		X		X		
Tattercoats		X		X		X		
Strega Nona			X	X			X	
Puss in Boots	X			X			X	X
Cinderella		X		X		X		
Androcles & the Lion			X	X		X		
Wiley & the Hairy Man			X		X	X		
Gingerbread Boy	X				X	X		
Moss Gown		X		X		X		
Bean Boy	X			X		X		

TABLE II (Continued)

SATISFACTION OF NEED OR RESOLUTION OF PROBLEM

	Action to Resolve a Problem Was Taken by			Problem Was Completely		Environmental Circmstance Justifying the Action.		
Book Title	Protagonist	Helping Others(s)	Both	Resolved	Not Resolved	Unavoidable Circumstance	Perceived Circumstance	Action Could Have Been Avoided
Three Little Pigs	X				X	X		
Drakestail Visits the King			X	X		X		
Baker & the Basilisk	X			X			X	
Hans in Luck	X			X			X	
Total	15	11	14	35	5	27	13	3
Percentage	37.5	27.5	35.0	87.5	12.5	67.5	32.5	7.5